



## Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Recently, we collaborated with a child's family to integrate their cultural heritage into our program. The child's grandparents shared stories and traditional crafts from their Indigenous Australian background. We organised a cultural day where the grandparents demonstrated boomerang painting and storytelling, enriching our curriculum with authentic cultural experiences. This engagement not only supported the child's identity and connection to their culture but also fostered a deeper understanding and respect among all children for Australia's Indigenous cultures.

If you are doing similar practices to the example, use the below question to help you write your **'exceeding practice for embedded'** description so you can add it to your QIP or SAT (NSW only).

### **Engagement with families and community**

*Give an example of a time recently where you engaged with a child's family or community to develop a child-centred program*

**If you and your educators need to learn how to achieve exceeding – embedded practice, proceed here and do below.**

The following section outlines the steps to ensure you are exceeding in Embedded Practice. If you have

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already successfully completed the previous section demonstrating how you are exceeding in Embedded Practice, you do not need to complete this section.

## Look at the words in detail to identify what is exceeding.

**Engagement with a Child's Family or Community:** It seeks an example of how educators have actively involved a child's family members or community in the planning or enhancement of the educational program. This engagement is crucial for incorporating diverse perspectives and ensuring the program reflects the real-life contexts and cultural backgrounds of the children.

**Development of a Child-Centred Program:** The question also focuses on how this engagement has contributed to creating or improving a program that is specifically tailored to the interests, needs, and cultural backgrounds of the children. A child-centred program prioritises the individuality of each child, offering learning experiences that are relevant and meaningful to them.

The question is looking for a concrete example that illustrates the collaborative process between educators, families, and the community to enrich the educational program in a way that places the child at the heart of learning, ensuring it is responsive and inclusive of their unique identities and experiences.

It is important to ensure that we make it **very clear how these above concepts have created change in your service.**

*Give an example of a time recently where you engaged with a child's family or community to develop a child-centred program*

**Cultural Recipe Book:** Collaborated with families to create a recipe book featuring dishes from each child's cultural background. Children helped prepare these dishes at the centre, enhancing their understanding and appreciation of diverse cultures.

**Family Storytime:** Invited parents and grandparents to share their favourite childhood stories or tales from their culture during a special Storytime session. This activity supported literacy development and cultural exchange.

**Community Garden Project:** Partnered with a local community garden, where children, guided by family members with gardening expertise, learned to plant, care for, and harvest vegetables, fostering an appreciation for sustainability and healthy eating.

**Art Exhibition:** Hosted an art exhibition where children, assisted by their families, created artworks inspired by their cultural heritage. This event celebrated diversity and encouraged creative expression.

**Local Indigenous Collaboration:** Worked with Indigenous Elders from the local community to introduce children to traditional stories, dances, and art forms, deepening their understanding of Australia's Indigenous cultures.

**Language of the Month:** Collaborated with bilingual families to introduce a 'Language of the Month' at the centre, including basic phrases and cultural facts, enhancing language skills and cultural awareness.

**Family Talent Day:** Organised a day where family members could share their talents or professions with the children, from musical performances to talks about different careers, broadening children's perspectives on potential future paths and hobbies.

**Your example. Select a point from above and break it down into the subsections.**

**How do you engage with a child's family or community?**

**Please describe how the above point is developed into Child-Centred Program?**